

***California
Commission on Teacher Credentialing***

***Meeting of
March 6, 2003***

AGENDA ITEM NUMBER: PREP - 4

COMMITTEE: Preparation Standards

**TITLE: Proposed Standards for the Professional Administrative
Services Credential**

_____ Action

X Information

_____ Report

Strategic Plan Goal(s):

**Goal 1: Promote educational excellence through the preparation and certification of
professional educators**

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates

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Proposed Standards for the Professional Administrative Services Credential

**Professional Services Division
March 6, 2002**

Executive Summary

At its December 2002 meeting, the Commission acted to adopt a new structure for advanced preparation requirements for the California Professional Administrative Services Credential. This new structure, which recognizes an array of preparation options currently available pursuant to statute, will consist of two components: a mentoring, support and assistance component and a professional development component. The new structure allows for individualization of both of these components to reflect the current assignment and developmental needs of the new administrator. Also during its December 2002 meeting, the Commission released draft standards for the Preliminary Administrative Services Credential for field review.

This item provides a description of the options for earning a Professional Administrative Services Credential, and includes draft standards to govern several of these options. This is an information item, and staff propose to return to the Commission in April with a recommendation to adopt new standards for the Preliminary and Professional levels of the Administrative Services Credential.

Fiscal Impact Summary

Activities related to administrator preparation are covered under the Commission's base budget.

Policy Issues To Be Decided

Should the Commission continue in its efforts to reform and restructure California's administrative services credentials by adopting the recommendations below?

Proposed Standards for the Professional Administrative Services Credential

**Professional Services Division
March 6, 2003**

At its December 2002 meeting, the Commission acted to adopt a new structure for advanced preparation requirements for the California Professional Administrative Services Credential. This new structure, which recognizes an array of preparation options currently available pursuant to statute, will consist of two components: a mentoring, support and assistance component and a professional development component. The new structure allows for individualization of both of these components to reflect the current assignment and developmental needs of the new administrator. Candidates for the Professional Administrative Services Credential have the option under this new structure of:

- (1) Completing an AB 75 training program approved by the State Board of Education;
- (2) Demonstrating mastery of fieldwork performance standards through a Commission accredited program;
- (3) Successfully passing a national administrator performance assessment adopted by the Commission;
- (4) Completing an alternative program that meets Commission guidelines and is sponsored by a postsecondary institution or a Local Education Agency (LEA) pursuant to Education Code Section 44270.5; or
- (5) Completing a university-based, Commission accredited route to the credential pursuant to Education Code Section 44270.1.

Each alternative requires that a new administrator receive support, mentoring and assistance and complete some form of professional development that focuses, in options 1-4, on the California Professional Standards for Educational Leaders (CPSELs). Three of these options require a program sponsor to be approved or accredited by the Commission in order to recommend a candidate for the Professional Credential, while two are more self-contained and require the candidate to apply directly to the Commission for the credential. Proposed standards for options two and four are included in this agenda item following a more detailed description of each option.

Options for Earning the Professional Clear Administrative Services Credential

Individuals pursuing a Professional Clear Administrative Services Credential must meet the following prerequisites and complete one of the options listed above and further described below.

Prerequisites:

- Possession of a valid Preliminary Administrative Services Credential;
- Verification of a minimum of two years of successful experience in a full-time administrative position in a public school or private school of equivalent status.

Option 1: Completion of a State Board of Education approved AB 75 Principal Training Program. This training must be provided through a comprehensive training and mentoring program approved by the State Board of Education, and the applicant must obtain appropriate verification of program completion. All components of the AB 75 training must be completed in order for the candidate to utilize this option. The verification of program completion must be submitted with the individual's direct application to the Commission. An application form (41-4) and \$55.00 application fee must accompany the verification. Information on the Principal Training Program, including approved programs and providers, may be accessed through the California Department of Education's web site at www.cde.ca.gov/pd/prin/index.html. A staff analysis presented to the Commission in June 2002 (Preparation Standards Committee of the Whole, item 5), showed that the criteria for approving AB 75 Principal Training Programs is largely consistent with the California Professional Standards for Educational Leaders. The CPSELs undergird the proposed standards for the Professional Administrative Services Credential, which are appended to this report. Therefore, this option will not be subject to the Commission's standards and accreditation procedures, consistent with Commission action in December 2002 and the provisions of AB 75 (Steinberg, 2001).

Option 2: Mastery of fieldwork performance standards through a Commission accredited program. Pursuant to SB 1655, colleges and universities with accredited programs leading to a Professional Clear Administrative Services Credential may offer a streamlined assessment option to candidates. Under this option institutions may allow candidates to forego the coursework component of the program and allow them to demonstrate their knowledge, skills and abilities through the assessment component of the program. The assessment must result in a formal recommendation for the credential. Until the Commission adopts new standards, accredited institutions may offer this option under the existing standards for Professional Clear Administrative Services Credentials (Standards 10 and 11). If adopted, proposed standards 7 and 8 will govern this option. Only institutions with fully accredited programs may offer this option, which is subject to accreditation under the old or new standards as indicated.

Option 3: Passage of a national administrator performance assessment adopted by the Commission. SB 1655 provides an assessment alternative for individuals seeking the Professional Administrative Services Credential. Staff will provide the Commission with information regarding a national administrator assessment for the second level of licensure in the coming months.

Option 4: Completion of a Commission approved program sponsored by a local education agency or postsecondary institution based on new program standards. New draft standards for the Professional Clear Administrative Services Credential are included in this agenda report for information and consideration by the Commission. Staff expect to bring the draft standards forward for adoption by the Commission in April 2003. When new standards are adopted,

colleges, universities, and local education agencies may submit new programs for Commission approval.

Option 5: Completion of a college or university based program currently accredited by the Commission on Teacher Credentialing (Commission). SB 1655 did not repeal the section in law that authorizes conventional Tier II programs. These programs remain an option for candidates seeking a professional clear administrative services credential. Education Code Section 44270.1 requires that each candidate for the professional credential, in consultation with employing school district personnel and university personnel, develop an individualized program of professional development activities for this advanced preparation program based upon individual needs. Each individualized program must include university coursework, pursuant to statute, and may include non-university activities or advanced administrative field experiences.

Draft Standards of Quality and Effectiveness for Professional Administrative Services Credential Programs

The next section of this information report provides draft standards for the Professional Administrative Services Credential. When adopted, these standards will govern preparation programs sponsored by local education agencies or postsecondary institutions pursuant to SB 1655 (Scott, 2002). Staff propose that the Commission's current standards for the Professional Administrative Services Credential remain in effect for as long as the enabling statute (Education Code Section 44270.1) remains in effect. Only programs that are responsive to this section of the Education Code will be subject to the current standards. All new programs offered pursuant to SB 1655 will be subject to the new standards, when adopted by the Commission.

**Proposed Standards of Quality and Effectiveness
for Professional Administrative Services Credential Programs**

DRAFT

March 6, 2003

Standard 1: Program Design, Rationale and Coordination

The professional credential program is supported by a cogent rationale, draws on a defined knowledge base, is responsive to the individual candidate's needs and employment circumstances, and is coordinated effectively.

Rationale

New administrators need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs. The program should be designed to give options to individual candidates to pursue coursework and other professional development opportunities that meet their own particular needs.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, retention, candidate support and assessment, and program evaluation.
- There is effective coordination between the program's faculty and staff, and between the program sponsor, schools, districts, county offices, and other agencies where candidates are beginning their administrative responsibilities.
- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 2: Design of the Professional Credential Induction Plan

The candidate, the program sponsor, and the employer's representative(s) work together to develop a professional credential induction plan for the support and professional development of each beginning administrator. The design of the plan is coherent, is based on a stated rationale, and includes a mentoring component and professional development activities.

Rationale

The professional credential induction plan outlines the strategy for building professional competence for each beginning administrator. This plan builds on each beginning administrator's assessed needs and outlines specific activities for facilitating each beginning administrator's professional development.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The professional credential induction plan is designed to meet the individual needs of the beginning administrator.
- Assessments of individual professional development needs, interests, job responsibilities, and career goals inform the plan for professional induction.
- The professional credential induction plan includes individual performance goals, outlines specific strategies for achieving those goals, establishes timelines, and documents the beginning administrator's progress in meeting the established goals.
- The professional credential induction plan outlines the individual assistance and professional development opportunities that will be made available to the beginning administrator to address the established performance goals.
- An experienced colleague or mentor, the program sponsor, and the candidate work together to design an appropriate plan and reflect periodically on progress in meeting the professional development goals established in the professional credential induction plan.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 3: Content of Professional Development

The content of the professional development component of the program has a strong conceptual base and is organized to develop each administrator's competence in the areas defined below.

Rationale

The principles outlined in these broad thematic areas are intended to suggest a holistic, integrated approach to educational leadership that promotes the success of all students. Each set of principles interrelate in important ways and are expected to be woven throughout the curriculum.

Facilitating a Shared Vision of Learning in the School Community. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A successful school leader will:

- Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- Communicate and implement the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
- Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- Identify and address any barriers to accomplishing the vision.
- Shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.
- Use the influence of diversity to improve teaching and learning.

Nurturing a School Culture and Instructional Program Conducive to Learning. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. A successful school leader will:

- Create an accountability system of teaching and learning based on student learning standards.
- Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.
- Shape a culture where high expectations for all students and for all subgroups of students is the core purpose.
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- Promote equity, fairness, and respect among all members of the school community.
- Provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.
- Facilitate the use of appropriate learning materials and learning strategies which include the following: students as active learners, a variety of appropriate materials and strategies, the use of

reflection and inquiry, an emphasis on quality versus quantity, and appropriate and effective technology.

- Coordinate the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.
- Utilize technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning

Managing Resources and Organization for an Effective Learning Environment. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A successful school leader will:

- Monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.
- Establish school operations, patterns, and processes that support student learning.
- Understand and manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- Coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all subgroups of students.
- Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.
- Utilize effective and positive nurturing practices in establishing student behavior management systems.
- Utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the administrator's role and the unions' role in that process.

Collaborating with Families and the Community to Meet Diverse Interests and Needs. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. A successful school leader will:

- Incorporate information about family and community expectations into school decision making and activities.
- Recognize the goals and aspirations of diverse family and community groups.
- Value diverse community stakeholder groups and treat them with fairness and with respect.
- Support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.
- Strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.
- Communicate information about the school on a regular and predictable basis through a variety of media and modes.

- Facilitate parent involvement and parent education activities that support students' success.

Developing Professional Leadership Capacity and Ethical Decision-Making. A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity. A successful school leader will:

- Demonstrate skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and foster and develop those skills in others.
- Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- Utilize technology to foster effective and timely communication to all members of the school community.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- Engage in professional and personal development.
- Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.
- Use the influence of the office to enhance the educational program rather than for personal gain.
- Protect the rights and confidentiality of students and staff.

Understanding and Influencing the Larger Political, Social, Economic, Legal and Cultural Context. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. A successful school leader will:

- View oneself as a leader of a team by clarifying the roles and relationships of individuals within the school, but also view oneself as a member of a larger team.
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- Demonstrate responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision-makers in the school community.
- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Influence and support public policies that ensure the equitable distribution of resources, and support for all the subgroups of students.
- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Standard 4: Integrating Theory and Practice

The mentoring and professional development components of the Professional Administrative Services Credential program build upon the foundation of the Preliminary Administrative Services Credential program, and apply conceptual knowledge to administrative practice in ways that engage candidates in important issues of theory and practice.

Rationale

The preliminary level program is designed to acquaint candidates with the broad range of administrative and leadership responsibilities in schools. Prior coursework and field experiences have prepared persons to begin administrative service. Activities at the professional level should extend those learnings, and allow for in-depth study of defined areas of interest for the new administrator.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Mentoring and professional development activities provide for a depth of experience that challenges candidates, fosters critical reflection, extends understanding, and allows for meaningful integration of theory and practice.
- Professional development activities are designed to thoughtfully engage candidates in challenging learning activities and reflect on their own practice as beginning administrators.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 5: Provision of Mentoring Experiences

The beginning administrator's professional credential induction plan specifies provisions for mentoring and support activities to be provided by one or more experienced colleagues throughout the candidate's enrollment in the credential program.

Rationale

The guidance, advice, feedback, and support provided by a more experienced colleague assists the new administrator in the performance of his/her role and helps to facilitate the development of professional norms. Sharing of the knowledge of practice needs to be a planned part of the design for administrative induction. Candidates may experience more than one mentor, and the primary mentor may change. The professional credential induction plan should outline the ways in which mentor(s) will work with beginning administrators to help them achieve their defined goals.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The mentoring component of the professional credential induction plan is developed collaboratively by the candidate, the program sponsor, and the assigned mentor.
- Mentoring occurs on a regular, ongoing basis and reflects the candidate's changing needs and stage of professional development.
- Support and mentoring activities are appropriate to the individual needs of beginning administrators and are provided in ways that encourage reflection, build trust, and facilitate professional growth and development.
- Mentoring experiences may be individual or group activities, and may include, but need not be limited to, orientation of new administrators, job-alike meetings, function/division orientation, and mentoring.
- Activities are balanced to provide an awareness of a full range of administrative responsibilities, address both site level and district level functions, and provide experiences with diverse populations.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 6: Mentor Qualifications

Experienced administrators selected as mentors are qualified for this professional role, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.

Rationale

Mentors play a key role in the induction experience of the beginning administrator. They need to understand the needs of beginning administrators and be prepared to help and assist in the development of administrative expertise. They will be most effective if they are paired with candidates who share similar job responsibilities and are committed to assume responsibility with the employer, the program sponsor, and the candidate, for the mentoring component of the professional credential induction plan.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Appropriate criteria for mentor selection and assignment are established by each school district or employing agency. These criteria give attention to the person's professional expertise, coaching skills, and knowledge of the profession.
- Training/orientation is provided by the program sponsor, district, county office, or professional organizations to prepare mentors for their roles and responsibilities.
- Mentors maintain regular and ongoing contact with candidates.
- Mentoring relationships are evaluated on a regular basis, and changed or supplemented as necessary.
- Mentors value and embrace their professional responsibility to nurture and support new administrators.
- Mentors are recognized in appropriate ways by employers and by the program sponsor.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 7: Expectations for Candidate Performance

Expectations for excellence in candidate performance are developed for each candidate, aligned with the principles of administrative practice outlined in Standard 3, and included in the individual induction plan.

Rationale

Six areas related to principles of administrative practice were identified in Standard 3 as the conceptual themes to be woven through the advanced level of preparation for school administrators. Candidate expectations will fall within the broadly defined thematic areas, but will be different for each candidate, depending on past experiences, current job assignments, and future career development goals and plans. The defined expectations, and ways in which performance in meeting those expectations will be measured, and the plan for assessing the achievement of the performance goals will be a part of the candidate's professional credential induction plan.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The individualized program is designed to foster development that is congruent with the six themes related to administrative practice (Standard 3).
- Areas of special emphasis are recognized and defined in appropriate ways in each candidate's professional credential induction plan, which includes clearly stated expectations and indicates how progress in each thematic area will be developed and assessed.
- The candidate, the program sponsor, and the mentor all have input into the design of the expectations, and the ways in which competence will be measured.
- Individual mentoring experiences and professional development experiences are offered to prepare candidates to meet the defined expectations.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 8: Assessment of Candidate Competence

Prior to recommending each candidate for a Professional Administrative Services Credential, the program sponsor and the mentor verify that the candidate has met the expectations for excellence in candidate performance that are outlined in the professional credential induction plan.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence established for the professional credential induction program.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The methods used assess performance authentically and recognize the complexity and highly variable nature of administrative responsibilities.
- The assessment system (both during the program and at the conclusion) is systematic, fair, and tied to the themes of competence defined in Standard 3.
- The candidate is assessed by program faculty and school personnel who have demonstrated expertise, have been oriented to the assessor role and trained in the specified criteria, and are periodically evaluated in the assessment role.
- Candidates are provided feedback on their progress at multiple points in the program.
- A culminating assessment brings closure to the induction period and establishes directions for continuing growth and professional development.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.